| **Medium Term Plan- Summer 2012**  **Subject – Humanities (Romans)** | | | Green – Blooms,  Blue – Multiple Intelligences  Red – Critical Thinking,  Purple– Graphic Organisers,  Orange – Creative thinking, | | |
| --- | --- | --- | --- | --- | --- |
| **Lesson** | **Key vocab** | **Learning Objectives and Outcomes** | **Teaching and**  **Learning Suggestions** | **Activity** | **Resources** |
| **1** | Romans  Settlement  Move  Timeline | * To relate their own experience to the concept of settlement * To understand when the Roman Era took place. * To think about what they already know about the Romans | **Initial discussion**  *Why do people move to new areas?*  Why do people settle in new places?  Think together about where our families come from, perhaps where they may have lived in the past (link to parents if children born in China).  Discuss why people moved to Beijing – work, family etc.  **On small maps- Children map on where they have lived.**  Explain that the Romans moved to Britain and then settled there.  Establish what the children already know about the Romans.  **Complete brainstorming activity;**  *What would the children like to know about Roman Britain?*  **Plenary**  Timeline on board of time zones children know – something everyone could have in their classes somewhere?  Egyptians from our own experience – ask of other periods children know from year 1, 2 siblings experiences.  Terms: AD, BC or Common Era, Before Common era | 10 mins- Brainstorming activity- individual mind maps to show how much the children know.  Come back together and complete a class KWL grid (information will be added to this throughout the unit of work). | World map – using for highlighting countries where chn came from or their families came from  Timeline format for class wall.  KWL grid |
| **2 + 3** | Settle  Invade  Empire  BC  AC | * use a dictionary to find the meanings of ‘invade’ and ‘settle’ * locate on a time line historical events that they have already studied discuss ideas associated with invasion and settlement | **Initial discussion**  *What does it mean to invade?*  Begin by looking at a map of Europe – recap with children any countries they recall from weather topic and locate on that locate.  Find Italy and Rome on the map and introduce the idea of an empire -  Show <http://resourcesforhistory.com/map.htm>  Discuss the changes in the size of the Roman empire. Why did the Romans invade so many countries?  Look at the map in Connections p 6-7. Explain that they invaded to gain trade.  *Why did the Romans invade Britain?*  Look at the following website, under the sections:  -Life in Roman Britain  - Why did the Romans invade.  <http://www.brims.co.uk/romans/index.html>  Explain that we will place specific events about the Romans onto the class timeline:  Including the initial attempt to invade UK 55BC.  **Main activity:**  See activities, children to present information about the growth of the Roman Empire.  **Plenary:**  Introduce the idea of the Celts. Read pages 14-15 of Connections.  *What was life like in Britain before the Romans?* | **Remembering (Linguistic/Logic);-** Children to complete the timeline, showing when the Romans invaded each country and what trade they received from each. Children to use Connections p 6-7 and website :  <http://resourcesforhistory.com/map.htm>  **Understanding (Linguistic/Logic);-;** - Children create a flow chart to show how the Roman empire grew with key information written under each picture.  **Applying (Musical);-;-** Children produce a chant to show how the Roman Empire grew.  **Analysing;(Linguistic/Interpersonal);- -**  In pairs children work together present a short presentation to explain the map of the Roman Empire and how this came to be. This can be recorded on photo booth.  **Evaluating(Interpersonal/Linguistic);-;** Children evaluate how effective the Roman army were in conquering Europe and Britain.  **Cr**e**ating(Interpersonal)/Bodily Kinesthetic);** Children work in pairs to hot seat Emperor Claudius. Children work together to think about the questions and answers, then perform in front of the class. | <http://resourcesforhistory.com/map.htm>  <http://www.brims.co.uk/romans/index.html>  Connections p 6-7  sheets for reasons to invade Britain |
| **4+ 5** | **Celts**  **Roundhouse**  **Iron**  **Building materials**  **Farm** | - To understand about aspects of life in Celtic   * To select and record information about Celtic ways of life. | **Initial discussion:**  *What was life like for people of Celtic Britain?*  Look at a picture of a Roundhouse- In small groups use SCUMS to help children analyse the picture.  Espresso learning path- Celtic village – Look at the different people in the village and their lifestyles  Looking in particular at homes and houses, materials used, how they were heated, cooking etc.  OR  Watch the story about life in a Celtic village  <http://www.bbc.co.uk/wales/celts/>  Look how a Roundhouse is constructed using website  How to make a roundhouse:  <http://www.3dhistory.co.uk/roundHouse.html>  go through different stages of building a Roundhouse and the materials that were needed.  **Activity:**  See activities based on knowledge of Roundhouses.  **Plenary:**  **Assessment opportunity:**  Allow children 5 mins to complete the spider map under the main heading Celtic Life:  Sub headings for notes:   * Building material * Inside of the house * Outside of the house * Heating and cooking | **Remembering (Linguistic);** Children design an information poster about a Round House.  Children can refer to Connections P18-19  **Understanding (Spatial);** Children make their own roundhouse with a farm base to include their own items that would have been in or around a Celtic home.  **Applying (Linguistic);** Using the resource on the website below, children create their own story based in a Celtic Roundhouse. <http://www.bbc.co.uk/wales/celts/>  **Analysing/Evaluating (Logical/ Interpersonal);** Work in pairs, children compare a Roundhouse to how our houses are today. What are the similarities and differences?  Partner A= Roundhouse Partner B= House today. Use Compare and Contrast grid to help separate ideas.  **Creating (Linguistic);**To create a travel guide for someone who would be visiting a Roman village**.** This can go onto an evaluating activity. The children will explain their choices for their brochure and how effective it is. | House materials  Class house  Paper templates  Connections P18-19  <http://www.bbc.co.uk/wales/celts/>  <http://www.3dhistory.co.uk/roundHouse.html> |
| **6 - 8** | Roman army  Power | * To locate information about the Roman Army. * To understand why they were so successful. | **Initial discussion:**  Explain to children that today we are going to be learning about the life in the Roman Army and why they were successful in gaining power over Britain.  Ask children to look at artifacts (printed pictures from BBC website). In groups children use SCUMS to help children analyse objects then present ideas to the class.  Look at the website, reading through information about the Roman Army. ONLY THE FIRST 3 SECTIONS.  <http://www.bbc.co.uk/schools/primaryhistory/romans/the_roman_army/>  Write notes and Key vocab on the board to prompt the children’s memory later.  READ SECTION 4- describing how the soldier looked. As you read the description as the children to draw the soldier. Allow 10 mins to complete.  **Activity**:  See activities based on Roman Army.  **Plenary:**  *Why were the Roman soldiers able to defeat the Celts?* Encourage the following responses.   1. Better armour 2. Better organised – turtle, discipline, tactics 3. Clever inventions – spear 4. Divide and rule 5. Forts   If time- Read Connections P10-11.  NB- EXTRA LESSON NEEDED HERE TO MAKE AND DESIGN SHIELDS- IF NOT ON ROMAN DAY! | **Remembering (Linguistic);** Children to answer questions about the Roman Army using p28-29 of ‘Who were the Romans’ to help them. Then produce answers in pairs/small groups in the style of a chat show.  Questions:  *Who could be a soldier?*  *How was the army organized?*  *What were their army camps like?*  *What uniforms did they wear?*  **Understanding (Linguistic);;** Children to write sentences under pictures that are related to the Roman Army. This will produce a non-fiction page.  **Applying (Intrapersonal/Linguistic);** Write 10 questions you would like to ask a Roman Soldier.  **Analysing (Intrapersonal);** Write a diary entry for a day in the life of a Roman soldier. Use p28-29 of ‘Who were the Romans’ to help.  **Evaluating (Interpersonal);** Did the Roman soldiers have a good life? Children will use a barrier diagram to come to a conclusion.  **Creating (Body Kinesthetic/Interpersonal);**In small groups create a chat show, interviewing a Celtic solder and a Roman soldier. The aim of this show is to show the differences between them. P12-13 of Connections will help children if it is needed. | P28-29 of ‘Who were the Romans’  Connections P12-13 |
| **9 + 10** | Boudicca | * To understand that sources about Boudicca contradict each other and that there are different opinions about Boudicca. * Sequence the main events of the revolt on a storyboard * Consider questions to identify similarities and differences between two versions of the event | Initial Discussion:  Who was Boudicca?  Using pictures on the smart board. Ask the children to give words to describe the person that is portrayed; encourage them to give reasons for their choices.  . Read through notebook story about Boudicca.  Discuss why the king gave half the land to the Romans. ***Why do you think the king thought it would be a good idea to do this?***  Ensure chn understand that the King thought leaving half his property to the Roman Emperor would protect his family.  After the King died, the Romans came; they attacked Boudicca and her daughters, took all their valuable things, and took all the weapons belonging to the Iceni tribe. Discuss ***Why do you think the Romans did this?***  Explain to the children that the Romans were worried about the Celts attacking them, now the king was dead. Discuss ***How do you think the Iceni tribe felt? Why do you think they were angry? What would you have done if you were a member of the Iceni tribe?***  Tell the children that Boudicca decided to lead her people in a revolt against the Romans.  Discuss the meaning of the word revolt.  Ask the children to read a different version of the story using the following website:  <http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/history/boudicca/characters.htm>  Ask children to compare the two interpretations of the story  *Why are they different?*  *Which should we believe?*  .  **Activity-**  See activities based on the Revolt of Boudicca.  **Plenary:**  SCAMPER- Can the class create a different version of this story? | **Remembering (Spatial);** The children can refer to the smart notebook slides for the main outline of the story. Then they produce a storyboard/cartoon strip to show the key events.  **Understanding (Logical);** Can the children create a flow chart, showing the main events leading to the Revolt of Boudicca.  **Applying (Body kinesthetic);** The children will create freeze frames to sequence the events for each thought tracking must be included to show the contrasting feelings of the people involved.  **Analysing (Body kinesthetic/Interpersonal);** look at Connections, pages 26-27. Children must decide weather Boudicca was right to rebel and cause so much suffering.  **Evaluating Body kinesthetic/Interpersonal);** Set up a class/ group debate between the Boudicca and the Celtics to weather they should attack Colchester.  **Creating (musical);** To create a song or poem about the Boudicca revolt. See website below as an example:  <http://www.history-for-kids.com/boudica.html> | Boudicca descriptions |
| **11** |  | * To select information about life in Roman Britain from a range of sources.   - To present information to show understanding of the impact of Roman settlement on Britain | **Initial discussion:**  *What do the children think was Roman life like in Britain? Record responses.*  How can we find out more about Roman lives?  Looking through artifacts website, look at a few together then spit into table groups all looking at a different website (or pictures from class resource pack)  <http://www.innovationslearning.co.uk/subjects/history/information/romans/artifacts/romans.htm>  <http://www.objectlessons.org/houses-and-homes-romans/s57/>  <http://www.schoolsliaison.org.uk/2004/bmag/rome.htm>  Look at the different artifacts and think about what they tell us about different aspects of life.  Jewellery – wanting to be aestically pleasing,  Lamps – not just using fire on a stick etc…  Looking at the progression and the effect these items would have had on everyday lives.  **Activities:** See artifact activities.  **Plenary:** Share artifacts and the learning outcomes of each group**.** | **Remembering (Spatial);** Draw the image and explain how it will be used.  **Understanding (Linguistic);** Putting the artifact in a real life scenario to show it’s purpose.  **Applying (Body kinesthetic/Musical);;** Body sculpture of the artifact and explaining it’s purpose in a verse/rap/chant.  **Analysing (Linguistic);** Comparing what was used then and what is used now to do the same job.  **Evaluating (Logical);** The advantages and disadvantages of using this object and comparing this to the modern day version.  **Creating (Linguistic)**; SCAMPER the artifact! | Roman coins  Photos / diagrams of roads/ infrastructure  Object lesson website |
| **12** | Romans, celts, celtic farm, thatch, wattle and daub, villa, timber, motar, plaster, slaves, foundations, trenches, mosaic, craftsman. | * To select information about life in Roman Britain from a range of sources.   - To understand what Roman houses were like. | **Initial discussion:**  *-What can you remember about Celtic farms?*  Explain that the Romans changed lots of things in Britain and many of these changes are still apparent today.  Give post it notes to children. Allow them 1 min in tables to write as many questions they would like to know about these houses as possible.   * Share questions.   Each table to look at a picture of a Roman villa, *How have the buildings changes?*  Read story of a Roman builder.  *What information does this tell us about buildings in Roman times?*  Highlight relevant text on IWB and complete notes on spider diagram. Allow time for children in pairs to complete highlighting text then annotating their pictures.  Bring class together on the carpet and discuss the following questions using slides.   * *What did the Roman Villa look like?* * *What materials were used?* * *How under floor heating worked?* * *How did the rich decorate their houses?*   **Activity**: See activities based on Roman houses.  **Plenary:**  Assessment activity – Stand children in a circle and ask questions about Romans villas using questions from post its at the beginning of the lesson. Throw ball to receive answers.   |  | | --- | |  | | **Remembering (Linguistic);** Complete spider diagram using the information provided on the slides during the discussion.  **Understanding (Spatial);** Draw a design for a Roman Villa and then describe it.  **Applying (Linguistic/Spatial);** Design a ‘For Sale’ Sign for a Roman Villa outlining all the features of this house.  **Analysing (Logical);** Complete a Venn diagram comparing Roman villas, Celitic farms and houses today.  **Evaluating (Linguistic);** What is good about a Roman Villa, list 8 things. How could they make their Houses even better? 10 things.  **Creating (Musical);** Create a recipe to making a good Roman Villa. What are the ingredients needed and how will it be made?  NB- WHO WERE THE ROMANS P6-7 has good information about houses. |  |
| **13, 14, 15 and 16** |  | * To select information about life in Roman Britain from a range of sources.   - To understand what life was like in Roman Brita | **Initial discussion:**  During this lesson the children will work in small groups to answer a question about life in Roman Britain. They can choose from the activities to how they present their information.  LA/MA Children will use the text ‘Who were the Romans to find their information’  HA- Will use the internet and other text form the library using web path express.  **Questions for groups:**  What did they look like?  Where did they go shopping?  Did Roman children go to school?  What did they do if they were ill?  What did Romans do for fun?  Did they have swimming pools?  Did the Romans keep animals?  Did the Romans believe in God?  **Plenary:**  Children to share their information with the rest of the class. Class evaluate what was good about each presentation and what could be improved.   |  | | --- | | S | |  | |  | |  | | **Remembering (Linguistic);** Children create a poster /PowerPoint highlighting their information under key headings provided.  **Understanding Linguistic);** Children create a poster/powerpoint highlighting their information using their own criteria.  **Applying (Interpersonal);** Give a virtual tour (radio/ pod cast) of their area of Roman life.  **Analysing/ Evaluating (Logical);** Children compare the area of Roman life they are researching to that aspect of daily life now**.**  **Creating (Body Kinesthetic/ Interpesonal);** Children act out a short scene to answer their question. |  |
| **17** |  | - To suggest similarities and differences between the lifestyles of Celts and Romans. | **Initial Discussion:**  Comparison lesson to end the unit.  How life changed for the celts  Review life and homes, settlements etc in celtic times and then how life differed in Roman times.  Look at….   1. Houses 2. Clothes 3. Beliefs 4. Towns 5. Art 6. Technology 7. Language   Ask the children if they would have wished to be a Roman or Celt in Britain at that time. Encourage them to explain why they have made this choice.  Make sure chn understand that both the Romans and the Celts killed many innocent people during the revolt, and that both sides felt they had good reasons for their behaviour.  **Activity:** Comparing Romans and Celts.  **Plenary:**  Complete KWL grids from lesson 1. | **Remembering (Logical);** To complete a comparison grid under the headings below to compare the similarities and differences between Celts and Romans.:   1. Houses 2. Clothes 3. Beliefs 4. Towns 5. Art 6. Technology 7. Language   **Understanding (Intrapersonal);** Choose which person they would prefer to be then write a letter describing their life.  **Applying (Spatial)**; Draw 2 different cartoon strips to show the differences between a day in the life of a Roman and a day in the life of a Celt.  **Analysing (Intrapersonal);** Children prepare a speech why it is better being a Celt or Roman then perform to the class.  **Evaluating (Body Kinesthetic);** In small groups, children produce 2 short scenes to show the difference in lifestyle between a Roman and a Celt.  **Creating (musical);** Children create a poem/ rap/ song to reflect the lifestyle of a Celt or Roman. Echo between modern day and Roman times. |  |

**Site Useful for… Address**

* BBC site Children <http://www.bbc.co.uk/schools/romans/>
* Romans in NI Children <http://museums.ncl.ac.uk/reticulum/>
* Object lessons Artifacts <http://www.objectlessons.org>
* Roman Baths game <http://www.romanbaths.co.uk/htmlContent/game.htm>
* TW museums mosaics <http://www.twmuseums.org.uk/games/arbeia.php>
* Nettlesworth All <http://atschool.eduweb.co.uk/nettsch/time/rlife.html>
* BGfL Boudicca’s Revolt <http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2>
* Bham museum Artifacts <http://www.schoolsliaison.org.uk/2004/bmag/rome.htm>
* Sandy Detective <http://www.roman-sandy.com/start.htm>
* BBC Mosaics <http://www.bbc.co.uk/history/ancient/romans/mosaics_gallery.shtml>
* Book Gladiators <http://www.salariya.com/web_books/gladiator/index.html>
* BRIMS Who were the Romans? <http://www.brims.co.uk/romans/>
* Innovations Artifacts <http://www.innovationslearning.co.uk/subjects/history/information/romans>
* Cyberhunt research <http://www.icteachers.co.uk/children/cyberhunts/romans/romehunt.htm>
* BBC Celts <http://www.bbc.co.uk/wales/celts/>
* Lancs NGfL Quiz <http://www.lancsngfl.ac.uk/curriculum/history/index.php?category_id=23>
* Bham clothes etc <http://www.schoolsliaison.org.uk/kids/preload.htm>